

PSYCHOLOGICAL WELLBEING AND ITS RELATIONSHIP TO ACADEMIC ACHIEVEMENT OF LITHUANIAN STUDENTS

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Abstract

Purpose – to analyze the role of student psychological wellbeing in predicting their academic achievement.

Design/methodology/approach. The qualitative study was conducted in order to examine the relationships between students’ psychological wellbeing and academic achievement. A total sample of 107 students (78 females, 29 males) from Lithuanian universities participated in this study. Data were collected via web-based survey and subsequently downloaded into SPSS statistical software for analysis. Ryff’s Psychological Well-Being Scale (1989) and Academic Achievement Scale (Anderson, Guan, Koc, 2016) were utilized to evaluate the constructs.

Findings. The results of the study revealed a significant positive relationship between student academic achievement and their psychological wellbeing. It was found that academic achievement was considerably associated with all aspects of wellbeing, such as self-acceptance, autonomy, environmental mastery, purpose in life, personal growth and positive relations. Furthermore, the multiple regression analysis has revealed a predictive role of psychological wellbeing for students’ academic achievement. Specifically, environmental mastery and self-acceptance were significant predictors of academic achievement.

Research limitations/implications. This research has some key implications. Firstly, the research contributes to the existing literature on the topic by providing empirical evidence of the relationship between students’ wellbeing and academic achievement. Secondly, our findings reveal that higher level of psychological wellbeing manifests in higher academic achievement indicating the importance of psychological state of students while studying. However, the results of this study need to be considered in the light of several limitations. The study data were cross-sectional. Longitudinal approach would be beneficial with a view to find out the causality between study variables. Furthermore, a self-report questionnaire was used in the study to measure academic achievement.

Practical implications. The results of this study are relevant for higher education institutions demonstrating that the devotion of resources to fostering students’ psychological wellbeing can be a worthwhile investment. The duty of higher education institutions is to develop students’ knowledge, skills and abilities in order to adapt successfully to the turbulent and competitive labour market. Thus, positive university experience manifesting in high level of psychological wellbeing and academic achievement may significantly contribute to creating a strong psychological basement for starting a successful career. For these reasons, higher education establishments must pay attention to promoting student wellbeing. Students should have a possibility to find support, information and advice in academic settings, such as wellbeing and mental health services.

Originality/Value. This research expands the existing literature on students wellbeing in the Lithuanian context by revealing its relationship with academic adjustment.

Keywords: academic achievement, psychological wellbeing, students.

Research type: research paper